2009-2010 Educational Equity Review School Districts

On-Site Manual

Division of PK-12 Education lowa Department of Education

State of Iowa
Department of Education
Grimes State Office Building
Des Moines, IA 50319-0146

State of Iowa

Department of Education

Grimes State Office Building 400 E 14th St Des Moines IA 50319-0146

State Board of Education

Rosie Hussey, President, Clear Lake Charles C. Edwards, Jr., Vice President, Des Moines Sister Jude Fitzpatrick, West Des Moines Brian Gentry, Des Moines Wayne Kobberdahl, Council Bluffs Valorie J. Kruse, Sioux City Max Phillips, Woodward LaMetta Wynn, Clinton Vacant

Administration

Judy A. Jeffrey, Director and Executive Officer of the State Board of Education Gail M. Sullivan, Chief of Staff

Division

Kevin Fangman, Administrator Division of PreK-12 Education Del Hoover, Deputy Administrator Division of PreK-12 Education

Bureau

Tom Andersen, Consultant for Equity in School Improvement Bureau of Accreditation & Improvement Services

It is the policy of the Iowa Department of Education not to discriminate on the basis of race, creed, color, sex, sexual orientation, gender identity, national origin, gender, disability, religion, age, political party affiliation, or actual or potential parental, family or marital status in its programs, activities, or employment practices as required by the *Iowa Code* sections 216.9 and 256.10(2), Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000d and 2000e), the Equal Pay Act of 1973 (29 U.S.C. § 206, et seq.), Title IX (Educational Amendments, 20 U.S.C. §§ 1681 – 1688) Section 504 (Rehabilitation Act of 1973, 29 U.S.C. § 794), and the Americans with Disabilities Act (42 U.S.C. § 12101, et seq.).

If you have questions or grievances related to compliance with this policy by the Iowa Department of Education, please contact the legal counsel for the Iowa Department of Education, Grimes State Office Building, 400 E 14th St, Des Moines IA 50319-0146, telephone number 515/281-5295, or the Director of the Office for Civil Rights, U.S. Department of Education, 111 N. Canal Street, Suite 1053, Chicago, IL 60606-7204.

Table of Contents

Section I Equity Process and Procedure	4
Non-Discrimination Policy	5
Designation of Coordinator	5
Grievance Procedure	6
Notification	8
Section II School Improvement and The Educational Program	9
Equity in the School Improvement Process	9
Curriculum and Multicultural, Gender-Fair Education	.11
Assessment	
Student Achievement	.13
Media Center Services	.15
School Counseling	16
Workplace Learning Programs	.18
Section III: Physical Education, Extra-curricular Activities and Athletics	.19
Physical Education	.19
Athletics	
Extra-Curricular Activities	
Section IV: Access, Integration & Inclusion	
Segregation, Integration of Students	
Accessibility of Physical Facilities	28
	30
Services for English Language Learners	
	34
Gifted and Talented Education Program	
Education of Homeless Children and Youth	
At-Risk Students	
Student Marital or Parental Status and Health Services	
Section VI: Climate and Discipline	
Discipline and Rules	
Harassment, Bullying and Hazing	
Section VII: Employment, Personnel, and Advisory Committees	
Employment Policies and Practices	
Equal Employment Opportunity/Affirmative Action Plan	
Advisory Councils/Committees	.52

Section I Equity Process and Procedure

The following section assesses the district's compliance with the process requirements of Title IX of the Education Amendments of 1972 (Gender), Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (Disability), and the Office of Civil Rights Guidelines of 1979 for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap in Vocational Education Programs. The process requirements include the adoption of non-discrimination/equity related policies, the assignment of an equity coordinator, the adoption and implementation of a civil rights related grievance procedure and requirements to notify students, staff, parents, and community members.

A policy of nondiscrimination represents the district's commitment to equity. It provides documentation that the district is committed to provide educational opportunities for all its students.

The grievance procedure provides a fair and timely process for addressing grievances related to the policy. It must be clearly delineated and communicated to staff, students, and parents. One of the responsibilities of the equity coordinator is to facilitate the grievance process.

The role of the equity coordinator is to coordinate the district's efforts to comply with equity related requirements. Not only must the coordinator be assigned, but there must be evidence that the coordinator is functioning proactively, not just responding to complaints. It is important that coordinator's equity responsibilities be reflected in his/her job description and evaluation.

The law requires that students, staff, parents and community members be informed about the non-discrimination policy, the identity and contact information for the equity coordinator, and information about the grievance procedure on an on-going basis. This information must be disseminated to all stakeholders in a school district through the community newspaper, the district's major annual publications, and the district's website. Major publications include student, parent, staff, and coaches handbooks; registration handbooks and course descriptions; major plans and reports of the school district such as the Annual Progress Report and the School Improvement Plan; and district brochures. One of the responsibilities of the equity coordinator is to monitor district documents and the website to ensure that the notifications are consistent and current.

Non-Discrimination Policy	
1 Yes No Board has adopted a non-discrimination policy	
Yes No Policy covers race	
Yes No Policy covers color	
Yes No Policy covers national origin	
Yes No Policy covers gender	
Yes No Policy covers disability	
Yes No Policy covers age (Required for employees only)	
Yes No Policy covers religion	
Yes No Policy covers creed	
Yes No Policy covers creed Yes No Policy covers sexual orientation	
Yes No Policy covers gender identity	
Yes No Policy covers marital status (Required for	
program/students only)	
Yes No Policy covers socioeconomic status (Required for	
program/students only)	
ssues:	
The law requires districts to have board adopted policy statements on	
nondiscrimination in programs and employment. The policies are require	d to
cover the protected classes included in the checklists above. The policies	
pe adopted by the school board and must be included in the official Board	
Book. The policies should be reviewed and revised or reaffirmed every five	
as per Chapter 12 requirements.	- y
Comments	
Designation of Coordinator	
2. The agency has designated employee(s) to coordinate district's ac	tivities
related to the following federal and state equity requirements.	
rolated to the following leadral and state equity requirements.	
Yes No Title IX Coordinator (gender equity)	
Yes No Section 504/ADA Coordinator (disability equity)	
Yes No Title VI (race and national origin equity)	
Yes No Equal employment opportunity/Affirmative Action	
res No Equal employment opportunity/Amimative Action	
Current Coordinator(a)	
Current Coordinator(s): Name A. B.	
Position A B	
Phone A B	_
O There is decomposed and depose to the south of the control of th	-41
3. There is documented evidence to show that the coordinator(s) is a	ctive
and functioning Yes No	

Agendas and minutes of SI Advisory
 Committee and/or the Equity Committee ____ Yes ___ No

Information on district website
 Documentation of processed grievances
 Yes ____ No

____ Yes ___ No

 Documentation of annual review and distribution of disaggregated attendance center, course, program enrollment and extra-curricular activity data

Reports to school board

Diversity on advisory committees
 ___ Yes ___ No

• Equity related professional development ____ Yes ___ No

Comments:

Issues:

Title IX, Section 504/ADA, and the lowa administrative rules on equal employment opportunity and affirmative action all require the district to designate an employee to coordinate the agency's activities to comply. An agency may have a different coordinator for each law or consolidate the responsibilities under one employee. We encourage many small and medium sized districts to have no more than two coordinators, one for employment and one for program. The coordinator(s) must be interviewed during the on-site visit. Usually it will be evident if they are aware of their responsibilities and actively functioning. Major annual publications must include the name, phone number/e-mail address for the coordinator(s). Interviews with staff, parents, and students will show whether they are aware of the identity of the coordinator(s) and their responsibilities. If the coordinator has been active, there should be visible and documented evidence of that activity.

Grievance Procedure

4.	4. There is a grievance procedure for processing complaints of discrimina based upon				
	Yes No	Gender			
	Yes No				
		Race and Color			
		National Origin and Language			
_	Yes No	Religion and Creed			

_	Yes No Age
	Yes No Marital and Parental Status
	Yes No Sexual Orientation and Gender Identity
_	
5.	The grievance procedure covers:
	Yes No Students
	Yes No Parents
	Yes No Employees
-	Voc. No Applicants for ampleyment
-	Yes No Applicants for employment
6.	The civil rights grievance procedure includes a provision for an impartial third party hearing for disability-based grievances, when the internal findings on actions regarding the identification, evaluation, or educational placement of a student with a disability, who does not have an I.E.P., is believed to need adjustments to instruction or related services are appealed under Section 504. Yes No
7.	The grievance procedure is published in:
•	Yes No Staff handbooks
	Yes No Student/parent handbooks
	Yes No The district website
	100 110 The district website
8.	The grievance procedure(s) have been adopted by the Board of Education.
	Yes No (Board Policy #)
9.	Grievance forms and instructions for filing grievances are available: Yes NoAt the central office Yes NoAt each school Yes NoOn the district website
10	. Grievances have been filed in the past year on the basis of:
10	Yes No Gender/sexual harassment
_	Yes No Race/color
	Yes No National origin/language/ancestry
	Yes No Sexual orientation/gender identity
	Yes No Sexual orientation/gender identity Yes No Physical/mental Disability
_	,
	Yes No Religion/creed
_	Yes No Age
	Yes No Marital/parental status
_	Yes No Socioeconomic status
	Yes No Political affiliation/beliefs
_	Yes No Physical attributes

Comments:

Title IX (Gender Equity), Section 504/ADA (Disability Equity) and Iowa's rules related to equal employment opportunity/affirmative action all require a grievance procedure for processing complaints of discrimination. The grievance procedure should be aligned with the district's non-discrimination policies. Information on how to use the grievance process and grievance forms should be available in the central office, school sites and on the district's website. The local school board must formally adopt the grievance procedure and it should be published in the district's staff handbooks, student handbooks and on the district website. The district should have documentation and records regarding grievances that have been filed and investigated.

Notification

1	1. Notification of t documents	he nondiscrimination policy is found in the following
		Staff handbooks
	165 No	Student/parent handbooks
		Coaches handbooks
		High school course description/registration
	163 110	handbooks
	Yes No	Activities handbooks
	Yes No	Annually in the local newspaper (community)
	Yes No	District web-site (On home page or linked to homepage)
	Yes No	Notification is current and consistently worded
12.	the non-discrir	r(s)'s name and contact information is included along with nination policy in the following: Staff handbooks
	Yes No	Student/parent handbooks
	Yes No	Coaches handbooks
	Yes No	High school course description/registration handbook
	Yes No	Activities handbook
		Annually in the local newspaper (or community mailing) District Web-site(On homepage or linked to homepage)
		Notification is current and consistently worded
		in the documents
13.	grievance proce	cuments include information about the civil rights related dure along with the non-discrimination policy and the tact information for the equity coordinator(s):
	Yes No	Staff handbooks
	Yes No	Student/parent handbooks
	Yes No	Coaches handbooks
		High school course description/registration
		handbooks

Yes No	Activities handbook
Yes No	Annually in the local newspaper (Community notification)
Yes No	District web-site (On homepage or linked to homepage)
Yes No	Notification is current and consistently worded
	in the documents
Comments	

Federal laws (Title IX and Section 504) require that the agency use effective methods to inform parents, employees, students, and applicants for employment, of the non-discrimination policy, the identity and contact information for the equity coordinator, and information about the grievance procedure and how it can be accessed. This is to be done on an annual and on-going basis. Major annual publications distributed by the school and the district's website must include this information. Notifications must be current and consistent. Notification should be on the website homepage or linked to homepage.

Section II: School Improvement and the Educational Program

The following sub-sections address equity issues as they relate to the educational program. School improvement strategies that include the Comprehensive School Improvement Plan (CSIP), the Annual Progress Report (APR), the curriculum development process, instruction, assessment, and student achievement are reviewed to ensure compliance with equity components of Chapter 12 of the Iowa Administrative Code as well as No child Left Behind NCLB requirements.

Equity in the School Improvement Process

14. Multicultura	I education goals are incorporated into the Comprehensive
School Imp	rovement Plan (CSIP)
Yes	No (See definition below)

IAC Chapter 12.5(8) a. "Multicultural approaches to the educational program. These shall be defined as approaches which foster knowledge of, and respect and appreciation for, the historical and contemporary contributions of diverse cultural groups, including race, color, national origin, gender, disability, religion, creed, and socioeconomic background. The contributions and perspectives of Asian Americans, African Americans, Hispanic Americans, American Indians, European Americans, and persons with disabilities shall be included in the program".

15. Gender Fair education goals are incorporated into the Comprehensive School Improvement Plan (CSIP) Yes No (See definition below)				
IAC Chapter 12.5 (8) b "Gender fair approaches to the educational program. These shall be defined as approaches which foster knowledge of, and respect and appreciation for, the historical and contemporary contributions of women and men to society. The program shall reflect the wide variety of roles open to both women and men and shall provide equal opportunity to both sexes".				
16. The membership of the school improvement advisory committee reflects Yes No Gender balance Yes No Racial/ethnic diversity (especially for those populations reflected in the student population) Yes No Persons with disabilities				
17. The School Improvement Advisory Committee has made recommendations to the board in the following areas: Yes No				
Yes No Harassment or bullying prevention goals, programs, training, and other initiatives 18. The professional development activities of the district include activities				
that: Yes No Prepare staff to work effectively with diverse learners Yes No Prepare staff to implement multicultural, gender fair approaches to the educational program				
19. The district collects and reviews disaggregated achievement data of all fourth, eighth, and eleventh grade students in reading, math, and science. Gender Yes No Disability Yes No Racial/Ethnic Background Yes No Socioeconomic Status Yes No English Language Learner Status Yes No				
 Principals, teachers and support staff analyze and then use this disaggregated achievement data to make decisions that are related to instruction, curriculum, and student support services. 				

21. The district publicly reports disag eighth, and eleventh grade stude Gender Disability Racial/Ethnic Background Socioeconomic Status English language learner Status If not why not?	Yes No Yes No Yes No		
Comments			
Issues: Chapter 12 requires school districts to h school improvement plan that incorporate	tes multicultural, gender-fair goals.		
Those goals should be directly related to and gender fair education in Chapter 12 above). The School Improvement Advis- balance, racial/ethnic diversity, and pers	ory Committee is to reflect gender		
Professional development is to include a diverse learners and to implement a mu Enrollment patterns are to be collected a racial/ethnic background and disability to inclusion and to ensure that the district's serving all students.	Iticultural, gender-fair education program. and reviewed on the basis of gender, o monitor student integration and		
This information is to be disseminated to the appropriate counselors and teachers and they are to take action to target information about their programs to students and recruit underrepresented students into their courses and programs. The equity coordinator(s) should be responsible to ensure this process occurs and staff are able to speak to the results. Student achievement in math, reading, and science are to be collected and reported in a disaggregated fashion by gender, race/ethnicity, disability, English language learner status, and socioeconomic status and used when making instructional or climate related decisions.			
Curriculum and Multicultural, Gender	-Fair Education		
educational program.	ender fair approaches to the entire		
Yes No	Board Policy #		

	•	, -
24. The curriculum development considering the ways that mureflected in curriculum units a Yes _	ilticultural, gender-fa and lessons.	-
25. There is a way by which the comulticultural, gender fair approximately Yes Yes _		•
26. The policy and/or written guidenstructional materials and test Gender Racial/Ethnic Background National Origin (English language Persons with disabilities	xtbooks include equi Y Y e learners Y	ity concerns related to: 'es No 'es No
27. Accurate and up-to-date coul	se descriptions exis	t.
28. Course descriptions are avail limited English speaking stud and during registration. Yes No		
29. Course descriptions clearly ir Yes No		s to be learned and skills are related to quality of life
30. There is language in course a the participation of students is where their group has been u Yes No	n career and technic	
31. Scheduling structure and pra educational programs and co Yes No Yes No Yes No Yes No Yes No	urses to: Males and females Diverse racial/ethn	s. iic groups. pilities.

32.	serve as barriers to student enrollment: Yes No				
33.	There are curriculum object Responsibilities, rights and Citizenship in a diverse con Citizenship in a global econ	respect for divenmunity	ersity	Yes	No _ No
Т	These curriculum activities of Elementary School Level Middle School/Junior High High School Level		Yes	No _ No _ No _	
Con	nments				
a pla	les: a school standards for accred an for developing, implement a must have the following cor	ing, and evalua	iting its tot		
2.) E 3.) F	Standards for what students of Benchmarks for determining in Recommended instructional re Multiple forms of assessment	f the standards materials			to do
the work necessions boar for a	en interviewing Curriculum Discontributions and perspective nen and persons with disabilitiessary to discuss the comported policies, curriculum processadoption of instructional materningful way.	es of diverse racties into the edu nents listed aboos, staff evaluat	cial/ethnic ucational p ve. It is ir ion instrur	groups, program, mportant ments and	both men and it will be to review d guidelines
34.	essment An internal review and analy conducted even when the nu Yes No				
Stud	dent Achievement				
35.	Eighth grade students are	e achieving: (Se	ee achieve	ement tab	oles)
A	Above the state average in:	Reading Math Science		s I	

/	At the state average in:	Reading Ye	s No
	_	Math Ye	s No
			s No
I	Below the state average in:	ReadingYe	s No
	J		s No
			s No
36.	Where achievement gaps be documented them, developed is monitoring them to see if eliminating them. (See Achievement gaps be documented by the second	ed intervention strategie interventions had the ef	s to narrow them, and
	Gaps are documented.	Gender Disability Socioeconomic status Racial/ethnic backgro	YesNo YesNo YesNo undYesNo
	Gap reduction strategies are	Э	
	being implemented.	Gender	Yes No
		Disability	Yes No
		Socioeconomic status	
		Racial/ethnic backgro	und Yes No
	Monitoring shows that gaps		
	are narrowing.	Gender	Yes No
		Disability	Yes No
		Socioeconomic statu	us Yes No
		Racial/ethnic backgr	ound Yes No

Comments

Issues

Achievement testing is required for all students. Students with disabilities and English language learners are to be included while providing appropriate accommodations. The number of students who may not be a part of the district achievement testing because it is inappropriate should be very small and the alternate assessment being used must be reflected in the IEP. Disaggregated achievement test data must be collected and reviewed and used to direct instruction even when the numbers of a group are less than ten at a grade level. Districts should be monitoring trend-lines in achievement and in achievement gaps and should be able to speak to the data in interviews.

Ме	dia Center Services
37.	The school board has adopted a selection policy for the purchase and reconsideration of media center materials that reinforce and support multicultural, nonsexist approaches to the entire curriculum. Yes No (Policy #)
38.	The district has a policy and process for weeding outdated materials. Yes No
39.	Bulletin boards and displays in the media center reflect diversity and are multicultural and gender fair in nature. Yes No
40.	The professional resource collection includes resources on MCGF approaches to instruction and the curriculum. Yes No
41.	Media center staff have created lists or bibliographies of MCGF resource materials in various curriculum areas that are found in the library and available to staff and students. Yes No
42.	The periodical collection includes periodicals that target diverse racial/ethnic groups Yes No
	Examples:
43.	The media center has identified electronic websites, which provide educational resources related to diversity and multicultural, gender-fair education for its staff. Yes No
44.	Student library aides include both males and females and reflect the cultural diversity of the student population. Yes No

Comments

___ Yes ___ No

45. The media center, its resources and services, are accessible to students,

staff, parents and community members with disabilities.

The media center program and staff can play a major support role for instruction that is multicultural and gender-fair by providing staff and students with resources by and about diverse racial/ethnic groups, both men and women and persons with disabilities. It can also provide curriculum and materials on teaching students about diversity, respect for diversity and inter-group relations. The media center should be accessible to persons with disabilities and its resources should be accessible to persons who may have visual or hearing impairments.

SCI	nooi	Col	unseiin	g		

46.	The district has an articulate Elementary Middle School High School	d, sequential K-12 sch Yes N Yes N Yes N	No No
47.	A written description of the p	rogram is available	Yes No
48.	Counselors have direct accedisaggregated on the basis of background Yes No		
49.	The school counseling progr for living and working in a div Yes No	verse society.	nts that prepare students
	If the answer is yes, please	describe:	
50.	School counselors are involvement and involvement degree of integration and involvement with the second sec	nt in extracurricular act clusion on the basis of Race Gender Disability National Origin (Limit	ivities to monitor the : (See Data Manual) ted English Proficiency)
51.	Where segregation occurs in national origin, gender or disto those classes and activities Yes No Briefly describe this reviews	sability, a review of constant has been implement Gender Race LEP (Limited English Disability Socio-economic statu	unseling practices related ted. (See Data Manual) Proficiency)

52. Where segregation/isolation occurs in courses or programs, steps have been taken by the counselor to target information at students from previously
under-involved groups.
Yes No Gender
Yes No Race
Voc. No LED
Yes No LEP
Yes No Socio-economic status
Yes No Socio-economic status
Briefly describe these steps:
53. All students have equitable access to counseling services regardless of their;
Yes No Gender
Yes No Race
Yes No Disability
Yes No National origin
Yes No Socio-economic status
54. Adequate records are kept to determine whether all students are being served and data is collected to document programming. Yes No
55. As a part of its on-going needs assessment the school district does a follow up study of its graduates to determine whether they have been served effectively by their education. Yes No
Please circle years when follow up is done:
1 year 2 year 3 year 4 year 5 year
The follow-up data is disaggregated by gender, race/national origin,
disability and socioeconomic status.
Yes No
Follow up data is reviewed and used to improve the educational program.
Yes No
Comments

Counseling brochures, materials, tests and techniques are to be free of stereotyping in language, content, and illustration. Check to see if the counselor keeps any kind of records, which would allow them to identify students who are not using the counseling program. Do counselors have direct access to course and program enrollment disaggregated by gender, racial/ethnic background, or disability? Where gender, race, or disability segregation is occurring, counseling

materials and practices need to be reviewed to ensure they are not contributing to this segregation. To keep abreast of this it is necessary for counselors to be reviewing program enrollments, course enrollments, and involvement in extracurricular activities on a periodic basis.

Several of the state indicators require information that can be generated from a follow up study of graduates. Check to see if the information gathered is representative of the school population and that the data is disaggregated. Also check to see how the information is used to make decisions that impact the comprehensive school improvement efforts.

Workplace Learning Programs

56. The district provides the following workplace-based learning programs.

57.	There is a written agreement between the school and the training station covering the details of the educational component that occurs in the job
	setting Yes No
58.	This written agreement includes an assurance of nondiscrimination that is aligned with the district's non-discrimination policy and is signed by a work place representative, the student and the district representative Yes No
59.	The students enrolled in workplace learning programs reflect the demographics of the school district in terms of: (See Equity Data) Yes No Gender Yes No Race & National Origin Yes No Disability
60.	A review of job assignments indicates that males and females are placed in jobs that are both traditional and non-traditional for their gender. Yes No
61.	There is a classroom component in the school which prepares the students to recognize their rights and responsibilities in the work place. Yes No
62.	The teacher visits the student at some time at the work-site Yes No
Cor	nments

Physical Education

A district not only has the responsibility to provide its services in a non-discriminatory manner, but it also has the responsibility to help ensure that unions and private businesses with whom, they place students do not discriminate. Assignments cannot be made or withheld in such programs simply because of the gender, race, national origin, or disability of the student. It is also illegal to cooperate with a business or agency that requests students on the basis of race or gender or national origin. When a district has agreements, the cooperative agency must indicate that they cannot discriminate and that they understand the district cannot work with any business/industry that does.

<u>Section III: Physical Education, Extra-curricular</u> <u>Activities and Athletics</u>

2	0.000.00.
63.	Both males and females are represented on the PE staff. Yes No
	Number of males Number of females
64.	All units/sections of PE are integrated on the basis of gender. (See Data Manual) Yes No If not, what units are single-sex?
65.	Special education students and other students with disabilities are integrated with the general student population during physical education classes. (See Data Manual) Yes No Yes No
66.	Adaptive physical education activities are provided for students who need it Yes No
67.	The emphasis of the PE program is on lifetime recreational health and conditioning skills. Yes No
68.	Locker room facilities are equitable for both men and women. Yes No

69.	Weight training equipment, hair dryers and w students have equal access to them or are d the boys' locker rooms. Yes No	•
Con	mments	
has this inte	ues cause of the special impact that Title IX and or had on physical education programs, we are guide for PE. Under Title IX, all physical edu grated and the curriculum offerings are to be tales.	including a special section in cation classes are to be gender
with which don- app	activities should be for "boys" or "girls" only. Goin units of PE but only when students are actually the prime purpose of, is physical contact. e but only when the criteria grouping are cleal lied. Locker room facilities for men and women ignments are not to be made on the basis of go	ually participating in activities, Skill based grouping can be rly defined and consistently en must be equitable. Staff
	letics List the percentage of male high school stude interscholastic athletics (Remember to count sports only once)%	•
71.	List the percentage of female high school stu interscholastic athletics (Remember to count multiple sports only once)%	·
72.	There are equitable offerings for both males a Yes No	and females in athletics.
	Number of Middle School Options: Male	Female
	<u>Please List</u>	Please List
	Number of High School Options: Male Please List	Female Please List

73.	If the number of sports for mal gender with fewer sports have in an additional sport. Yes No What were the results of the	e been survey		•	
74.	The following components of tigirls.	he athletic pro	ogram ar	e equitable	e for boys and
	Practice facilities and times	Yes _	No	j	
	Locker rooms and lockers	Yes _			
	Whirlpools & weight rooms	Yes _			
	Uniforms and equipment	Yes _	No)	
	Schedule and travel support	Yes _			
	Coaches salaries	Yes _			
	Number of assistants	Yes _	No)	
	Media Coverage	Yes _	No)	
	Athletic team names and/or mace, national origin, ethnicity, Yes No If yes, please explain:			,,	
76.	Total number of head coaches coaches who coach multiple s			el (Remer	nber to count
	Male	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		Female	
	Black (Not	Hispanic)			
	Asian Ame			American	Indian
	White (Not	Hispanic)			
77.	The Coach's handbook include	es:			
	The district's non-discrimination			Yes	
	The district's harassment/bully	ring policy		Yes	_ No
	Information about hazing				
	The identity of the equity coord			Yes	
_	Information about the grievand	e procedure		Yes	_ No
Cor	nments:				

Both state and federal laws require equitable opportunity to participate in interscholastic athletics. This requires an equal number of options for both men and women in athletic competition at both the junior and senior high school level.

If the number of options is unequal, the district must be able to satisfy at least one part of the following three-part test:

- 1. The percentage of male and female students involved in interscholastic athletics is proportional to the percentage of male and female students enrolled in the school.
- Where the members of one sex have been and are underrepresented, the district can show that it offers equitable options to compete to both males and females or is in the process of expanding the options to compete for the underrepresented sex.
- 3. Where the members of one sex are underrepresented and the institution cannot show a history and continuing practice of program expansion, as described above, the district has assessed needs and surveyed parents and students and can demonstrate that the interests and abilities of both sexes have been fully and effectively accommodated by the present program.

Extra-Curricular Activities

78. Student handbooks and the district's website notify all students of the extracurricular activities provided in the district, the staff members who coordinate the activities, and how they can get involved. Yes No If no, how are students notified?
79. The district provided the Educational Equity Review Team with data on student involvement in extra- curricular activities by race/ethnicity, gender and disability. (Please see Data Manual) Yes No
80. This data is collected and reviewed annually. Yes No
81. The district has identified the following activities as ones, where males or females make up more than eighty percent of the students involved, or where minority students or students with disabilities are over/under- represented.
Gender Typed Activities:
Racial/ethnic- over/under representation in these activities:
Over/under representation of students with disabilities in these activities:
82 When over/underrepresentation is identified coaches and activity

coordinators are asked to document the affirmative strategies they are

underrepresented groups.
Yes No
83. Activity coordinators have documented their efforts to recruit students from groups that have traditionally been underrepresented Yes No
Comments:

distribution of the foreign of the Land State In the foreign

Issues:

Integration of students on the basis of gender, race, national origin and disability in extracurricular activities is a good indicator that a school district has achieved an inclusive culture. Involvement in such programs often is an indicator of status and acceptance in the academic community. Students involved in extracurricular activities tend to achieve at higher levels than those who don't. For this reason, it is important to examine involvement of minority students, both males and females, and students with disabilities in these offerings.

Title IX, Title VI, and Section 504 of the Vocational Rehabilitation Act all require equitable access to and treatment in extra-curricular as well as curricular activities. Participation in these programs is to be reviewed, and issues related to participation are to be discussed in interviews. When segregation is occurring in these activities, review the policies and practices of the district to see if they may be a causal factor. Districts are responsible for targeting information about these programs at groups of students who have not been traditionally involved.

Section IV: Access, Integration & Inclusion

The following sections deal with access and integration issues. Federal and state legislation speaks to the need of physical access to a quality education for all children. Chapter 12 of the Iowa Administrative Code requires that school district take steps to integrate students in attendance centers and courses on the basis of racial/ethnic background, gender and disability. It also speaks to the need for access plus support services to help students with special needs achieve success. These sections deal with specific student populations that have historically been denied equal access and then equitable opportunities to be successful.

The first subsection is concerned with integration of students in buildings and instructional programs. Gender segregation, racial isolation, disability isolation do not constitute a violation of law in and of themselves. However, when these

conditions exist the district is required to do a review of its policies and practices to ensure that they are not contributing to the isolation or segregation. In addition, steps must be taken by counselors and teachers to recruit students into the course, program, or activity.

Segregation, Integration of Students

C	There is a process in on the basis of race,	national origin,			
i	ntegration of studen	ts in			
	Yes No	b Buildings			
	Yes No				
_	Yes No	o Courses			
	Yes No	Extra-currio	cular activit	ies	
	Yes No	Open enrol	Iment (Into	& out of distr	ict)
_	Yes No	Voluntary t	ransfer (Wi	thin district)	
	The district annually center, program, and Gender Disability Racial/Ethnic Back	nd course enroll	ment data	on the basis o	
	Racial/Ethnic Back	ground	Yes	No	
Wh	no is responsible for	coordinating ar	nd documer	ting this proc	ess?
87.	The above data wa Review. (Please se This information hat teachers. Yes Counselors and apactions they are imgroups of students into the programs of the counselors and apactions of students into the programs of the p	e Data Needs Meeds Meeds Meeds Meen disseming No propriate teach olementing to taunderrepresent	Manual) nated to co ers have be arget inform ed in their p	Yes unselors and een asked to ation about the orograms and	No the appropriate document the heir program to
89.	The counselors and are currently taking underrepresented of	to target inform	nation to an	d recruit stud	
90.	Isolated, segregate identified by the dis	• •		ams and coul _ Yes	
91.	What buildings have Racial/Ethnic Isolat	ion			
	Socioeconomic isol	ation			
	Disability Isolation				

Pro	gram/Courses	Gender	Race	National Origin	Disability
	97. Course Enrollment Trends The district identified the following programs or courses as being either segregated or over- or underrepresented (by definition) on the basis of gender, race, national origin, and/or disability: (Please see Data Disk) and the Issues at the end of this section (List only the courses with segregated or over/underrepresented enrollments).				
96.	The district maintains disabilities. (See Data Yes No	a)	. ,	·	
95.	If the district is denyir undermine desegreg for such denials Yes No	• .	•	_	_
94.	Voluntary transfer with integration in the dis Yes No			•	
93.	Internal open enrollmed district's attendance Ves No		•	_	ation in the
	If yes, please attach a being taken. If no, inc this issue.		•		•
92.	If the district maintains board has adopted a caffirmative steps to int	desegregati	on/diversity pl	an or is imple	

Program/Courses	Gender	Race	National Origin	Disability
Agricultural Education				
Health Occupations Education				
Industrial Technology				
Business Education				

Program/Courses	Gender	Race	National Origin	Disability
Marketing Education				
Family & Consumer Science				
Home Economics Related Occupations				
Computer Education				
Physical Education (By Section or Class)				
Mathematics				
Science				
Music				
Instrumental Music				
Vocal Music				
Foreign Language				
Advanced Placement Courses				

Comments

Issues

This section will assist the team in assessing the level of integration and inclusion in the district's schools and programs and whether the district has met their obligation to review program enrollment policies and practices when segregation or isolation exists. It will be necessary to examine registration handbooks, course descriptions, program brochures, course announcements, and targeted audiences. Activities by instructors or counselors to ensure that students make informed choices about programs should be reviewed. Language, illustrations, content or course titles, which imply that courses or programs are not for everyone, or which are not inclusive of all groups, are to be viewed with skepticism. Encouragement to enroll should be targeted students who have been traditionally under-represented in the program.

Class schedules should be reviewed to see if they limit access of certain groups of students (minority, English language learners, special education, males or females) to various career and technical programs or other course offerings. Course objectives should reflect multicultural and gender fair instructional approaches.

Where enrollment criteria have a disparate impact on one gender, a racial group, or persons with disabilities, it is important that the district be able to show that the criteria used are directly related to success in the program. In reviewing this issue, look at prerequisites for getting into a program, both academic and experiential, as well as any numerical quotas or goals other than those established for affirmative action purposes.

All programs and classes must be open to all students regardless of gender, race, national origin or disability. Practices, which result in the grouping of students by race, national origin, gender, or disability within classes, are also illegal. For the purposes of these reviews, segregation is defined as the following:

Gender: When more than 80% of the enrollment in a class, program or activity is male or female.

Race: When the percentage of minority students in a class, program, or activity is more than ten percentage points greater or less than the percentage of minority students in the school or the district

English language learner: When the percentage of English language learners in a class, program or activity is more than ten percentage points greater or less than the percentage of English language learners in the school or the district

Disability: When the percentage of students with a disability in a class, program, or activity is more than ten percentage points greater or less than the percentage of students with a disability in the school or the district

If a group of students is involved predominantly in one or two vocational programs when there are four or five offered, it would be appropriate to check to see if any tracking of students is being done. Students with disabilities are to be served in the least restrictive way possible. Program modifications are to be made to allow the involvement of limited English proficiency students as well. If programs and policies have been reviewed, there should be evidence that teachers, counselors, and administrators are aware of the enrollment trends. There should also be evidence that staff is taking on-going steps to recruit students who have not been involved.

Accessibility of Physical Facilities and Educational Programs

accessibility of its programs and facilities to students, staff, parent and community members with disabilities.	S
Yes No Date of most recent review If yes, the results of that self evaluation are available for review. Yes No	
99. There is a written plan, which describes how the programs and services those buildings or areas of buildings that still remain inaccessible are made available to students, staff, parents, and community members wit disabilities? YesNo	

Major Facilities and Buildings

Building	Date of Construction	Dates of Major Renovation	Nature of Renovation	Accessible	Partially Accessible	Inaccessible

100.	The following	are accessible to and usable by persons with disabilities:
	Yes	No Central administrative offices
	Yes	No School board meeting room
	Yes	No High school attendance center(s)
	Yes	No Middle school/JHS attendance center(s)
	Yes	No Elementary attendance center(s)
	Yes	No Gymnasiums and auditoriums
	Yes	No Restrooms
	Yes	No Media center(s)
	Yes	No Cafeteria(s)
	Yes	No Computer Lab(s)
	Yes	No ICN Room
	Yes	No Accessible Parking near to accessible entrance
	Yes	No Signage
	Yes	No Website
Com	ments	

Districts have a responsibility to ensure equitable access to instructional facilities for all students. In the case of students with a physical disability or mobility impairment, facilities must be such that the student can enter the building or room without assistance from others. Buildings and areas are to be accessible even though there may not be any students or employees with disabilities at the present time.

Since all programs and services are to be accessible, the district must think about activities, which are held in the building where patrons (parents, community persons) and employees with mobility impairments would be denied access because of the architectural barriers. All districts have students who are temporarily disabled from time to time, and persons with mobility impairments (i.e., parents) may avoid district programs or services if they are inaccessible. Section 504 requires program accessibility for all buildings. However, any building that was built after 1977 or was renovated after that date must meet the required standards of accessibility.

The standards that determine accessibility will vary depending on the date of the facility's construction and/or renovation as shown in the table below. It is important for districts to understand that it is their responsibility to see that the architect and contractors are aware of the need to remove architectural barriers to provide access to all stakeholders.

Summary of Accessibility Compliance Standards by Date

If facilities (or parts of facilities) commenced construction/alteration before

June 4, 1977, programs must be readily accessible.

If facilities (or parts of facilities) commenced construction/alteration between

June 4,* 1977 and January 18, 1991, they must be in compliance with ANSI standards, A117.1

– 1961 (R 1971).

If facilities (or parts of facilities) commenced construction/alteration between

January 18,* 1991 and January 26,* 1992, they must comply with UFAS standards.

If facilities (or parts of facilities) commenced construction/alteration on or after January 27, 1992, they must comply with either UFAS or ADAAG standards

(The sub-recipient should elect one set of standards for each facility).

UFAS and ADAAG standards are available on line at http://www.access-board.gov/.

Section V: Support Services for Special Populations

This section looks at the supplementary support services offered for students with unique needs in the district. These students include English language learners, students with disabilities, homeless students, students who are pregnant or have children, and other students that may be deemed at-risk of failing or dropping out of school

Services for English Language Learners

101.	There is a process to identify English language learners [(ELL) Students whose primary language is one other than English)] at the time of registration. Yes Briefly describe the process No (If no explain why)
102.	When ELL students are identified there is a process to determine the student's English language proficiency in: SpeakingYes No Listening Yes No Reading Yes No
103.	When ELL students are identified there is a process to determine their academic skills in relation to their age and grade level. Yes No If yes, briefly describe the process.

104.	. There is a language program to meet the needs of English language learners.						
	Yes No						
If ves	If yes, check the program(s) being offered:						
	al Language program	Transitional Bilingual Education					
	al Alternative Instructional	Foreign Language Immersion					
Progr							
ESL F	Pull-Out	ESL Class					
The E	ESL Resource Center	Other? Please specify					
If no,	explain why:						
105.	The English language acquassessed on an annual ba	uisition of English language learners is sis.					
106.	All English language learned a year take the district's as Yes No	ers who have been in the District for longer than sessments in English.					
107.	17. There are identifiable criteria and accompanying assessments for determining when a student is ready to exit the language assistance program. Yes No If yes, please identify the exit criteria and provide a copy of the assessment used.						
108.	08. Has the district established procedures for monitoring and responding to deficient academic performance of former English language learners? Yes No						
109.	 There is a method for evaluating the agency's language assistance program. Yes No (If yes, briefly describe the evaluation method.) 						
110. The ESL/Bilingual teacher holds the appropriate ESL/Bilingual endorsement, or is enrolled in a program to get the endorsement and has applied for and received a temporary endorsement. Yes No							
111. The ESL/bilingual teachers, tutors and school administrators have received training and attend ESL/bilingual regional workshops and the state conference provided by the Department of Education.							

112.	Professional development has been provided for mainstream classroom teachers who have English language learners in their classrooms. Yes No					
113.	Steps are taken to ensure that information about all agency programs/services is provided to students and parents in the primary language of the home. Yes No Elementary School(s) Yes No Middle School(s) Yes No High School(s)					
	Yes No High School(s)					
	If yes, briefly describe how this is done:					
114.	There is a process to identify students who, in addition to being an English language learner, have disabilities that make a special education assignment appropriate.					
	Yes No					
115.	There is a process to identify students who, in addition to being an English language learner, may be gifted and in need of extended learning opportunities.					
	Yes No					
	English language learners are served by Title I programs in addition to their language assistance programs when they meet eligibility standards for Title I.					
	Yes No					
117.	English language learners are placed with students of an appropriate age.					
	Yes No					
118.	The school district receives fiscal assistance for its language program(s) under state weighting of English language learners, or through federal Immigrant or Migrant Education programs.					
	Yes No					
119.	The school district is part of the AEA Title III Consortia and receives the appropriate services.					
	Yes No					

		eives sta	ate fiscal assistance, it is being used in the following
١	way(s):		
	Yes	No	Personnel (teachers or tutors)
	Yes	No	Texts and materials
	Yes	No	Equipment
	Yes	No	Staff development
	Yes	No	Co-curricular activities

Comments

Issues

An English language learner is defined as a student whose primary language is not English AND the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with English language background. Federal and state regulations require that there be a systematic approach to identifying and diagnosing the needs of English language learners.

State legislation requires that individuals certified after October 1, 1988 must have the ESL endorsement to teach ESL programs. Those individuals receiving their certification prior to October 1, 1988 do not have to hold the ESL endorsement.

Language minority students are students who come from language backgrounds other than English. They vary significantly in their educational experience and the degree of bilingualism attained. The first level of assessment is the screening required to separate the language minority students from those who have not had the influence of another language in their background. In order to determine the necessity of conducting an English language assessment of any student, the district shall, at the time of registration, identify the students' primary home language. In addition, for those students whose registration forms indicate the prominent use of another language in their lives, the district shall conduct a Home Language Survey on forms developed by the Department of Education to determine the first language acquired by the student, the language spoken by the student and by others in the student's home.

School district personnel must be prepared to conduct oral or native language interviews with those adults in the student's home who may not have sufficient English or literacy skills to complete a survey written in English. Students, who have a primary language other than English must be assessed by the district. The assessment must include (1) an assessment of the student's English proficiency in the areas of speaking, listening, reading and writing; and (2) an assessment of the student's basic academic skills in relation to their grade or age level.

The second level of assessment is that required for assessing the student's skills in English to determine which of the students are limited in English proficiency. Both Federal and State legislation requires that supplemental language instruction must be provided to English language learners. This program may be a transitional bilingual one that uses two languages for instruction, English as a Second Language program that primarily uses English, or other bilingual program. These programs are to be continued until the student demonstrates a functional ability to speak, write, read and understand in English at a level comparable to his/her English-speaking peers.

Services to Students with Disabilities

121.	Board policies governing special education speak to issues related to:
	Yes No Least restrictive learning environment (Policy#) Yes No Disproportionate representation of one or more racial/ethnic groups
122.	Special education staff members actively monitor enrollment in special education on the bases of racial/ethnic background, English language learner status and gender. Yes No
123.	Special education staff members review course enrollment data and activity rosters to monitor if students are being served in least restrictive learning environments and involved in all the district's academic and activity programs. Yes No
124.	Students are being served in the least restrictive environment appropriate with opportunities to interact with their peers, who are not disabled. (See course enrollment data in data printout). Yes No
125.	Percent of students with disabilities who took an alternate assessment %
126.	Special education students and other students with disabilities are provided with the appropriate accommodations when taking standardized tests. Yes No

127.	for students with disabilities (both special education and Section 504 students) in their classrooms, computer labs, sites of extra-curricular activities, and common areas such as libraries, cafeterias, gymnasiums, hallways and restrooms. Yes No
128.	Visual and auditory aids are provided for parents, staff, and students who are visually or hearing impaired Yes No
129.	If the district purchased textbooks or core related instructional materials for courses in the district in the past year, did the purchase agreement contain language that requested the publisher/vendor to send a NIMASD Comformat file-set of the textbook and related materials to the NIMAC? Yes No
130.	If accessible instructional materials (AIM) are available, the district's purchase agreement addressed obtaining accessible materials from the publisher. Yes No
131.	If accessible materials are not available by the publisher, did the purchase agreement address the district's right to make the materials accessible? Yes No
132.	Did students with disabilities that require AIM, receive their accessible instructional materials in a timely manner? (the first day of school or at the same time as their nondisabled peers) Yes No
133.	Students are placed in a school other than their school of residence or placed out of the district only when their IEP and/or Section 504 plan requires it. Yes No
134.	Students are transported to other school districts for special education services. Yes No
If	the answer is ves, please provide the following information:

T	ype of programming provided	# students transported	Transported to	Time Required (hours & minutes)		
135.	Students with disabilities activities with their non-community Yes No		onacademic and extra-curricu (See Data Manual)	lar		
	136. The special education student population generally reflects the district-wide student population in terms of: (See Data Manual) Yes No Gender Yes No Race & National Origin If "No" the school administration has initiated a review of special education policies and practices to determine if they are contributing to this disparity. Yes No					
137.	37. Actions have been taken by the school district to reinforce collaboration between special education staff and the general education staff. Yes No Evidence of this collaboration was visible in the following ways:					
138.	88. Actions have been taken by the agency to reinforce positive interaction between students with disabilities and those without disabilities. Yes No					
139.	•	eir capacity to w	rided for general education sta ork effectively with students w			
140.	There is evidence of com and the special educatio Yes No		veen the Equity/504 Coordina	ator		

141. When a special education conference results in a decision not to place a student with a disability in the special education program, the students and their families are notified of their rights related to Section 504/ADA and referred to the Section 504 coordinator Yes No Comments							
Comments							
Issues Both state and federal law require that certain processes be put into place in regard to students with disabilities. An IEP is to be on file for each student. Due process procedures are to be followed in the identification and placement of students. Services to students with disabilities are to be provided in the least restrictive environment that will meet their real needs. All students, regardless of disability, must have equal opportunity to benefit from all school programs whether they are academic or co-curricular. It is important that the team explore the ways that the district serves their students with disabilities to ensure that appropriate placement is made based upon student need and not upon the services that the district has in place.							
Gifted and Talented Education Program 142. The school board has adopted a policy, which governs the implementation of the district's education program for gifted and talented (G/T) students. Yes No (Policy #)							
143. The G/T education program is being implemented K-12. (See Data Manual) Elementary Schools Yes No Middle School(s) Yes No High School(s) Yes No If no, please comment.							
144. The G/T enrollment is reflective of the total student population on the bases of: (Please see data) Yes No Race/Ethnicity Yes No Gender Yes No Disability							
145. Multiple criteria are used to identify and place students in the G/T program. Yes No							
List the criteria used. at the A. Elementary Level							

C. High School Level 146. The program is designed to meet both the cognitive and the affective needs of the gifted and talented students. _____ Yes ____ No 147. The district has taken affirmative steps to include students from diverse racial/ethnic groups, English language learners, and students with disabilities in the G/T education program. (See Data Printout) Diverse racial/ethnic groups _____ Yes ____ No English language learners _____ Yes ____ No Students with disabilities _____ Yes ____ No ____ Yes ___ No If yes, please briefly describe. 148. A procedure for the annual review and evaluation of the G/T program is maintained and implemented. ____ Yes ____ No 149. The G/T program is individualized and supplementary in nature and avoids segregating gifted students or pulling them out of classes for significant amounts of time. Yes ____ No 150. Programs for gifted students do not result in a tracking system or ability grouping for all students. Yes ____ No Comments Issues: School districts are required by school standards to have a program to meet the needs of gifted and talented students. The program must include the following four components:

B. Middle School Level

- A valid and systematic procedure, employing multiple criteria, for identifying ethnic and language diverse students if such students are enrolled. (Multiple criteria: refers to objective data sources such as (e.g. tests, grades, skill and performance and/or subjective sources (e.g., parent, teacher, self nomination forms, leadership references etc.)
- A qualitatively differentiated program designed to meet the cognitive and affective needs of gifted and talented students.
- Support services, including materials and staff to realistically support a differentiated program.
- A procedure for annual review and evaluation.

Education of Homeless Children and Youth

151.	The school district has a process to identify school age homeless children and youth, whether enrolled or not. Yes No In-school identified Yes No Out-of-school identified							
152.	The district's board policy includes the definition of "homeless "under federal and state law Yes No							
153.	Students, staff, parents and the community are notified of the district's policy and the definition of homelessness. Yes No							
154.	List the strategies used to identify homeless students.							
	a. In-school							
	b. Out-of-school							
155.	The school district posts information in community shelters and other locations (i.e., bus depots, Laundromats, churches, social service agencies) encouraging the enrollment of homeless children and youth in school. YesNo							
156.	The school district avoids denying access to homeless children and youth based upon:							
	Yes No Lack of Documented Residence Yes No Transportation requirements Yes No Lack of immunization							
157.	The school district has examined and made the needed revisions to school policies and practices that create barriers to enrollment of homeless children and youth Yes No							
158.	Records are kept in such a fashion that homeless children can transfer with minimum loss of time out of school Yes No							
159.	If the district has multiple attendance centers at the elementary, middle school or high school level, homeless students are encouraged to continue in the same attendance center, when changes in residence occur frequently within the district during the school year. Yes No							

160.	Support services	are provided for	homeless stud	lents through the	e At-Risk
	Program.				
	Yes	_ No			
Com	ments:				

Issues

All issues addressed in this section are found in Chapter 281-33 of the Iowa Administrative Code. A homeless child or youth of school age has been defined as a child or youth:

- 1) Between the ages of 3-21
- 2) Lacking a fixed, regular, and adequate nighttime residence and includes a child or a student:
 - a. living on the street;
 - b. living in a car, tent, or abandoned building or some other form of shelter not designed as a permanent home;
 - c. living in a community shelter facility;
 - d. living with non-nuclear family members or with friends who may or may not have legal guardianship over the child or youth of school age.

Under rules adopted by the State Board, local school districts are required to:

- locate and identify homeless children and youth;
- determine if homeless children are enrolled in school;
- post information in community shelters and other locations encouraging enrollment in public schools;
- examine and revise existing school policies or rules that create barriers to enrollment of homeless children and youth;
- maintain school records of students so they are available in a timely fashion to expedite enrollment of
- transfer students in new schools:
- provide copies of permanent and cumulative school records upon notification by student, parent, or
- quardian;
- accept copies of records or other evidence of placement to facilitate enrollment and then request copies of official records from sending schools.

A public school shall not refuse to enroll, or exclude, homeless children or youth, for lack of immunization records consistent with the rules of the Department of Health which states that a child may enroll and have 120 days to provide verification of immunization. School districts shall make every effort to locate and to verify records and provide for immunizations through the Department of Health as rapidly as is medically feasible so as to not interrupt the educational program of the children. The rules state that, consistent with the provisions of lowa Code

section 139.9 and the rules of the Department of Health, a school district cannot refuse to enroll nor exclude a homeless child or youth if any of the following conditions exist: The parent or guardian of a child or youth or a homeless child or youth:

- Offers a statement signed by a doctor licensed by the state board of medical examiners specifying that in the doctor's opinion immunizations required would be injurious to the health and well being of the child or youth or to any member of the child or youth's family or household.
- 2) Provides an affidavit stating that the immunization conflicts with the tenets and practices of a recognized religious denomination of which the homeless child or youth is a member or adherent, unless the state board of health has determined and the director of health has declared an emergency or epidemic exists.
- 3) Has begun the required immunizations and is continuing to receive the necessary immunizations as rapidly as is medically feasible, or
- 4) Is a transfer student from another school?

Homeless children are entitled to a free and appropriate education either in the district of residence or the district of last enrollment. In so far as possible, a school district shall not require a homeless student to change attendance centers within a school district when a homeless child changes places and residency within the district.

Transportation shall be provided for homeless children consistent with that provided all other children in the district. Transportation for students attending school out of the district and for students sent by other districts shall be provided consistent with the rules in educating the homeless. Students and/or parents must be notified of appeal procedures when enrollment is denied. This notification is to be in writing.

At-Risk Students

	The district has a board approved CSIP that addresses the needs of at-risk studentsYesNo
162.	If not, is there a separate At-Risk plan that the district is using? Yes No

163. The district's At-Risk program addresses the following at each educational level: A, B, C required for all schools, A – G for schools utilizing modified allowable growth.

Pre-	Elementary	Middle School	High School	Required Component
				A. Valid and systematic procedures and criteria for identifying at-risk students throughout the school district's school-age population. 281-IAC, 12.5(13)
				B. Alternative educational programs or alternative school options 281-IAC 12.5(13)
				C. Evaluation of the effectiveness of at-risk programming 281-IAC 12.5(13)
				D. Program goals consistent with student learning goals and the content standards established by the school district or for school districts participating in a consortium. Note: Provisions for at-risk students shall align with the student learning goals and content standards established by the school district or by school districts participating in a consortium.
				E. Collaboration with other service agencies and service groups in the community/area to meet the needs of at-risk students.
				F. Strategies for parental involvement to meet the needs of at-risk students.
				G. Professional development for staff designed to expand their capacity to meet the needs of at-risk students.

				otadento.			
	The at-risk p each level a Yes Yes Yes	ind in each No No	attendan Elen Midd	ce center. nentary dle School	nd implement	ed consistently a	at
165. The LEA provides alternatives for dropouts and potential dropouts required in Iowa Code, 280.19A? Yes No Describe:						dropouts as	
f	the district's t Gender	total popula	tion in tel Yes Yes Yes	rms of: No No No	ding alternativ	ve schools) refle	_ ct

166.	dropout prevention (lowa Code 252.38- 252.42) use accounting procedures that ensure proper disbursement of funds for activities identified in the CSIP (Program 420, Project 1119). Yes No
167.	Student/parent handbooks include information about the at-risk support services available at the elementary, middle school, and high school levels along with the contact information for district staff who coordinate those services. Yes No

Comments

Issues

Each district is required under Chapter 12 to make provisions in its comprehensive school improvement plan (CSIP) for meeting the needs of at-risk students. The components that must be addressed are outlined in 12.5(13). They are:

- Valid and systematic procedures and criteria to identify at-risk students throughout the school district's school-age population
- Appropriate ongoing educational strategies for alternative options education programs
- Evaluation of the effectiveness of at-risk programming

If a district utilizes modified allowable growth under 257.38-41 (Services for Dropouts and Dropout Prevention), the following must be included in the CSIP in addition to the above requirements:

- Funds approved through the allowable growth must supplement and not supplant state and local funds for general education services.
- The LEA parents, teachers, administrators, and appropriate community members must have been consulted in the allocation of funds and in design, planning and implementing the plan.
- The LEA must coordinate and integrate program services, to the extent feasible and necessary, with other agencies providing services to children, youth and families, including health and social services.

Several helpful publications available from the Bureau of Student and Family Support Services, Department of Education, National Dropout Prevention Center and Iowa Association of Alternative Education are:

 DE Website for Students At Risk-http://www.iowa.gov/educate/index.php?option=com_content&task=view &id=418&Itemid=1389

- DE Website for Dropout Prevention-http://www.iowa.gov/educate/index.php?option=com_cont ent&task=view&id=1543&Itemid=2440
- DE Website for Alternative Education-http://www.iowa.gov/educate/index.php?option=com_cont ent&task=view&id=727&Itemid=1388
- National Dropout Prevention Website-http://www.dropoutprevention.org/
- Iowa Association of Alternative Education-http://www.iaae.net/site/

The publications and information contained on the above listed websites encourage the development of support services that allow a high degree of integration of students. Segregation is recognized as necessary in a few situations but, overall, districts should be encouraged to focus on integration of students in their planning and implementation of at-risk programs. This encouragement toward integration is consistent with federal and state nondiscrimination legislation.

Student Marital or Parental Status and Health Services

168.	There is a board policy yes No (governing student pregnancy and parental status. Policy #)
169.		and child-care policy clearly communicates student d to assist students complete their education and zens.
170.	In the absence of a boa consistent with the interpretation and the consistent with the interpretation and the consistent with the interpretation and the consistent with the consistence of a boa consistent with the consistence of a boa consistent with the consistence of a boa consis	rd policy on student pregnancy, district practice is nt of Title IX.
171.	Policies related to marita and females Yes No	al or parental status are applied equitably to males
172.	Yes No Yes No	dents have access to all: All courses and academic programs All extra-curricular programs All awards and scholarships

173. Homebound services that are provided for students with medical disabilities

	are equally available to pregnant students with medical disabilities Yes No
174.	Student pregnancy and childbirth related disabilities are treated like any other temporary disability in respect to doctor's statements, makeup of course work, health services, etc. Yes No
Com	ments

Issues

If insurance coverage or health services are provided to staff and students, all must be equitably covered and receive equitable benefits. Both federal and state laws require that pregnancy be treated like other temporary disabilities. The law does permit an agency to offer a benefit or service that may be used more frequently by one gender such as gynecological care. In reviewing this area, examine policies and handbooks for wording on pregnancy or marital status. Student and nurse interviews might also be useful for determining compliance in this area. The law also requires that males and females be treated equitably in respect to marital status and expectant parenthood. School officials may require a doctor's certification of the student's ability to partake in school programs only if there is such a requirement for all temporary physical disabilities.

Section VI: Climate and Discipline

This section will look at the climate in the school and the degree that it reflects recognition, respect and celebration of the schools diversity and the diversity of the world around it. It will look at expectations for behavior and specifically students' responses to diversity. Students will achieve at higher levels if they perceive their learning environment to be safe, inclusive, and welcoming.

Discipline and Rules

175.	The school	board has	adopted	set of po	licies c	overing s	student
	responsibi	lities and b	ehavior (Discipline	policy	').	
	Yes	No	(Polic	y #)	

176. Parents, students, instructional and non-instructional staff and community

	expectations for stude Yes No					Df
177.	All expectations for stuthem are communicated Yes No	ted cle	arly to stud	_	•	
	If yes, briefly describe	now tr	is is done			
178.	The policies ensure duconsideration for stude education programs a Yes No	lents w	/ho have be			
179.	The district collects an	ıd anal	yzes data d	n suspensio	ons and exp	ulsions on
	the basis of: Yes No		Type of sug	spension or	expulsion	
	Yes No			pension or	СХРИІЗІОП	
	Yes No		Racial/ethn	ic backgrou	nd	
	Yes No		Disability			
180.	There is a system in p the district's expectati Yes No				o meet and	l exceed
181.	There is a system of p students expected be to suspensions /expul Yes No	havior				
182.	The demographics of district reflect those origin, gender and dis Yes No Yes No Yes No Yes No Yes No	f the to ability Gend Racia Disab	otal student .(See Data ler al/ethnic bac oility	population i Manual) ckground		
	If the answer is "No" the policies and practices disparity Yes	to insu	ure that they			
Hara	ssment, Bullying and	l Hazir				
	33. Yes	No	The school	ooard has ado hazing (Policy		on harassment,

	Yes	No	Policy covers race and color.
	Yes	No	Policy covers national origin.
	Yes	No	Policy covers gender.
	Yes	No	Policy covers disability.
	Yes	No	Policy covers age
	Yes	No	Policy covers religion and creed.
	Yes	No	Policy covers sexual orientation
	Yes	No	Policy covers gender Identity
	Yes	No	Policy covers marital & parental status
	Yes	No	Policy covers physical attributes
	Yes	No	Policy covers physical or mental ability or disability
	Yes	No	Policy covers ancestry
	Yes	No	Policy covers political party preference
	Yes	No	Policy covers political beliefs
	Yes	No	Policy covers socioeconomic status
	Yes	No	Policy covers familial status
	165	110	Folicy Covers farmilal status
	Yes	No	Policy covers employees–(Policy #)
	Yes	No	Policy covers students (Board Policy#)
			Tolloy obvers students (Board Folloyn)
 	Staff h Paren Coach Distric	es harassme rs students. s employees. s volunteers.	ks nk on home page) ent, bullying and hazing Yes No Yes No Yes No
187. T	he policy included the pol		on" and "false accusation" clauses.
bu	ne policy descrullying. Yes		cedure for reporting an act of harassment or
th	ne policy identi at the policy is Yes	implemented	le, the school official responsible for ensuring d.
		•	cedure for the prompt investigation of the school superintendent or the

	superintendent's designee as the individual responsible for conducting the investigation. Yes No
	The district has developed and maintains a system to collect bullying and harassment incidence data Yes No
192.	The district has integrated its anti-harassment and anti-bullying policy into the comprehensive school improvement plan required under Section 256.7, subsection 21 of the Iowa Code Yes No
193.	The district reports the data on incidences and types of bullying/harassment to the SIAC and the local community and the SIAC makes recommendations to the school board related to the report. Yes No
194.	Staff has received training on how to prevent and deal with harassment, bullying and hazing of staff and students. Yes No
195.	Administrative staff has received training on the district's grievance procedure and strategies for investigating complaints of harassment from staff and students. Yes No
196.	The employee evaluation process and the related forms include a component related to communicating and working effectively with students, staff, and parents from diverse backgrounds (gender, race, national origin, disability, sexual orientation). Yes No Administrators Yes No Teachers Yes No Classified Personnel Yes No Coaches

Comments:

Issues:

The law requires that the rules be equitable for all students and they be applied consistently to all groups. Punishments for violating rules are to be generally consistent for all students. Dress codes do not have to be the same for both males and females, but they must set equitable standards for both genders. If expulsion and suspension rates are significantly higher for one group, the district should review the policies and practices of the district to ensure that they are being applied equitably and that they are culturally sensitive.

Due to hate and bias related laws and crimes in lowa, it is important that discipline policies in student/staff handbooks make it clear that harassment of students because of gender, race, national origin, disability, religion, age, gender identity, marital/parental status, socioeconomic status, political beliefs or sexual orientation will not be tolerated. School district staff may need training on how to deal with harassment and parents, students and staff will need direction and information on how they go about reporting incidents of harassment.

Section VII: Employment, Personnel, and Advisory Committees

This last section involves the employment side of Title IX and the Civil Rights Act as well as the state's requirement that an Affirmative Action plan be developed and updated every two years. The reason behind the AA/EEO plan is to focus on underrepresented groups so that students have role models that assist in breaking down their stereotypes.

Employment Policies and Practices

197.	There is a document that describes the recruitment and employment process in writing to help ensure consistency and fairness. Yes No
198.	Job descriptions have been developed for all major job categories and they are current Yes No
199.	All job vacancies are publicly advertised both outside and inside the educational agency. Yes No Outside Yes No Inside
	If no, please comment:
200.	Job opening announcements and advertising for vacancies which appears in newspapers or on the district's website include a statement of equal employment opportunity. Yes No

201.	Employment application forms have been developed and are used for: Yes No Administrative positions Yes No Teaching & other certified positions Yes No Classified & support positions
202.	Employment application forms include a statement of non-discrimination, which includes notice about the grievance procedure and the identity of the equity coordinator Yes No
203.	Employment application forms are free of illegal inquiries related to race, national origin, age, gender, religion, disability and marital status. Yes No
204.	Notice of job openings and application forms are available on the district website Yes No
205.	Job applications can be submitted online Yes No
206.	A structured process exists that sets guidelines for selecting and interviewing applicants for employment Yes No
207.	Multiple individuals or groups interview applicants and there are affirmative efforts to include both males and females, persons from diverse racial/ethnic groups, and persons with disabilities on interview teams.
	Yes No
	If yes, please describe:
208.	Visible efforts are taken to avoid illegal inquiries in the interview process. Yes No
	If yes, please describe:
Equa	al Employment Opportunity/Affirmative Action Plan
209.	The school board has adopted an affirmative action plan, which has been updated in the past two years. Yes No
210.	Ongoing input is obtained from diverse racial/ethnic groups, women, men, and individuals with disabilities into the development and implementation of the affirmative action policy and plan Yes No
	How was this done?

211.	The affirmative action plan includes the following components: Board policy on non-discrimination in employment
	Board policy on affirmative action in employment
	Board policy on harassment and bullying of and by employees
	Name, position, phone number and e-mail address of Equal
	Employment Opportunity/Affirmative Action Coordinator
	An Administrative statement, signed and dated by the chief
	administrative officer, which provides staff with the rationale for the
	plan, the responsibilities of staff for its implementation, and the
	internal system for monitoring the implementation of the plan
	Workforce analyses table showing the current workforce by race,
	gender, and disability within each major job category. (Updated every
	two years)
	Qualitative Analyses or periodic self-evaluation of employment and
	personnel policies and practices for fairness on the basis of race,
	creed, color, religion, sex, age, national origin, sexual orientation,
	gender identity, or disability (District may choose any acceptable
	EEO evaluation)
	Qualitative goals which specify actions with timelines for modifying
	employment /personnel practices or conditions which have been
	identified in the self evaluation to contribute to less than equitable
	access and treatment(Updated every two years)
	Identification of job categories where under-representation exists on
	the basis of gender, race and or disability (Updated every two years)
	Numerical goals with timeliness targeting each job category where
	under-representation exists. (Updated every two years)
212.	Periodic training on equal employment opportunity and on the
	implementation of the district's affirmative action plan is provided for staff,
	who hires and/or supervises employees.
	Yes No
040	
213.	Strategies for disseminating information about the plan and monitoring its implementation have been implemented.
	Yes No
214.	The preponderance of the evidence reviewed indicates that the district is
	implementing the plan.
	Yes No

215. What steps does the district take to ensure that poor and minority students are not taught at higher rates, than other students by inexperienced, unqualified, or out of field teachers? Please list.

Comments:

Issues:

Employment/personnel policies, practices and materials are to be free of stereotyping and bias on the basis of gender, race, national origin, disability, sexual orientation, gender identity, and age. Race, national origin, disability and age are not to be factors in employment decisions unless they are used for affirmative action purposes. Employment forms are not to ask questions about race, religion, marital or family status, or age.

Job descriptions cannot simply by content or language that certain positions are for men and others for women. Teaching or staff assignments are not to be made on the basis of gender, race, national origin, or disability. Recruitment efforts and strategies should not block access to jobs for any group.

Notification of the district's policy on nondiscrimination is to be given to all potential employees. The goal is to provide diverse role models for students through diversity of the district's staff. As of July 1, 1990, school districts must have Board adopted equal employment opportunity/affirmative action plans on file and in operation. These plans are to be revised and updated every two years.

The Family Medical Leave Act of 1993 requires employers to provide up to 12 weeks of unpaid leave to employees for parental leave to care for a new born child, the care of a family member with serious health problems, or for an employee's serious health condition. In order to be eligible employees must have worked for the district for at least one year, and for over 1250 hours in the past year. Employees must be provided with their old job or equivalent job upon return. Access to group health insurance must continue during the period of leave, although the employee may be required to pay for that portion of the premium that they paid through payroll withholding. The Family Medical Leave Act does not invalidate any bargained or non-bargained leave provisions that go beyond the requirements of the Act.

Advisory Councils/Committees

216. The school board has adopted a policy governing the use of advisory committees in the district _____ Yes ____ No

	Policy #
217.	This policy reinforces having gender balance and the inclusion of persons from diverse racial/ethnic groups and persons with disabilities on committees Yes No
218.	School Improvement Advisory Committee (SIAC)
	A list of the committee members was available for review. Yes No
	There is gender balance on the committee Yes No
	Diverse racial/ethnic groups represented in the student population are represented on the committee Yes No
	Persons with disabilities are represented on the committee Yes No
	Agendas and minutes of meetings are on file Yes No
	The committee meets at least twice each year Yes No
	The committee makes recommendations to the board each year Yes No
	The committee receives information regarding harassment / bullying / hazing and climate issues and makes related recommendations to the Board Yes No
219.	Career & Technical Council and Advisory Committees (or subcommittees of SIAC).
	The district has an active career & technical advisory council or active advisory committees for each of their vocational programs. Yes No Vocational advisory council

	Yes No Vocational advisory committees Yes No Both a council and individual program committees
	A list of the council and/or committee members was available for review Yes No
	There is gender balance on the council and on each of the committees Yes No
	If no, which committees/council lacked such balance?
	Persons from diverse racial/ethnic groups are represented on the Yes No (If no, which committees/councils lack such diversity?)
	Persons with disabilities are represented on the committees/council. Yes No (If no, which committees/council lacked this representation?
	Agendas and minutes of meetings are on file Yes No
	The committees/council meets at least twice each year Yes No
220.	EEO/AA/Equity Committee (separate committee or sub-group of SI Advisory Committee ¹)
	The district has an active Equity Committee.
	Yes No A list of the committee members was available for review Yes No
	There is gender balance on the committee. Yes No
	Persons from diverse racial/ethnic groups are represented on committee.
	Yes No
	Persons with disabilities are represented on the committee. Yes No
	Agendas and minutes of meetings are on file. Yes No
	The committee meets at least twice each year. Yes No

¹ The district is not required to have a separate Equity Committee. However, many districts chose to continue the Equity Committee and should be recorded if the committee is functioning.

Comments:

Issues:

On Educational Equity Reviews, team members examine the makeup and activities of advisory councils/committees established by the district. Emphasis is to be placed on the School Improvement Advisory Committee, vocational advisory committees and the Equity Committee if one exists. Advisory committees established by educational agencies should represent as broad a spectrum of the community as possible.

Federal and state legislation and administrative rules require that agencies have gender balance and representation from diverse groups on their vocational councils/committees. It is possible for all committees to have a fair balance of males and females. This does not require a 50-50 balance, but a fair balance does not stray significantly away from that. Where one or more minority students are enrolled in the program or if there are significant number of minority adults in the area, good faith efforts must be made to get representatives from those groups on the committees or councils. Vocational law does not require representation of persons with disabilities on committees but it is encouraged.

Research shows that active, effective advisory committees have well-planned agendas and that they keep minutes of past meetings on file. To be considered minimally active, a committee ought to meet at least two times a year. Ideally committees should meet at least quarterly. Please investigate the extent of the committee's activities by interviewing the committee members, and checking for committee awareness of equity issues, committee activities, agendas or minutes of committee meetings.